

The Beeches Day Nursery

Beechdale Lifelong Learning Centre, Stephenson Square, WALSALL, West Midlands, WS2 7DX

Inspection date	16/04/2014
Previous inspection date	14/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not fully safeguard children. The risk assessment process is ineffective and has failed to identify and address several risks to children's health and safety.
- Children's safety is compromised because the provider does not record their accurate hours of attendance. In addition, staff do not fully understand the safeguarding policy and procedures to ensure that agencies with statutory responsibility are notified without delay.
- The manager does not monitor and address staff practice effectively. As a result, practice is inconsistent, key person systems are not effectively established and areas for improvement are not identified and addressed.
- Children's learning and development is poor. Teaching is variable due to information from children's starting points not being used to clearly identify their next steps. As a result, activities do not offer challenge to help children progress.

It has the following strengths

- Warm relationships exist with parents, as staff provide kind and consistent care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the baby room, toddler and pre-school rooms.
- The inspector looked at documentation, including staff suitability checks, children's records, learning and development information, risk assessments and a selection of policies and procedures.
- The inspector held meetings with the deputy manager and spoke to staff and children during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Lesley Bott

Full report

Information about the setting

The Beeches Day Nursery opened in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a separate nursery unit within the Beechdale Lifelong Learning Centre, Beechdale, Walsall and has an enclosed outdoor play area. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 7.30am until 6pm all year round except on bank holidays. Children attend for a variety of sessions.

There are currently 66 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children and supports children for whom English is an additional language. There are currently 10 staff working directly with the children, all of whom have an appropriate early years qualification. One staff member holds an early years qualification at level 2, and nine staff hold an early years qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

train all staff to ensure that they understand the safeguarding policy and procedures and have up to date knowledge of safeguarding issues, with specific reference to making appropriate notifications.

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance to maintain children's safety at all times
- develop effective methods of monitoring the planning and assessments to ensure robust observation and assessment of children's learning is in place to support them effectively in making good progress towards the early learning goals
- take steps to ensure the safety of children by ensuring that all necessary measures are taken to minimise any identified risks indoors or outdoors to allow children to move around and play safely
- ensure that key persons are aware of who their key children are to enable them to effectively tailor each child's care to meet their individual needs
- provide challenging and enjoyable experiences for children in all areas of learning and development by; improving planning for individual children, taking into account their interests, starting points and the next steps in their learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Some staff have a poor understanding of the learning and development requirements of the Early Years Foundation Stage. This results in weak teaching that does not match children's needs. As a result, staff's practice throughout the nursery is inconsistent and variable. Observations are not carried out regularly and assessment is inconsistent in quality to ensure information gained is used appropriately to build on children's progress. Consequently, there is little evidence of how information from observations is used to plan and provide a suitable range of experiences for all children to help them prepare for school and future life. This has a direct impact on the progress children make in their next steps. However, individual learning and development records are in place for some

children, and these are shared with parents to help engage them in their children's learning at home.

Staff provide children with activities that cover all areas of learning, although it is not always clear from planning how staff are responding to children's emerging needs and interests. Staff interact suitably with the children as they sit on the floor to be at their eye level, but do not always fully extend and challenge the children's learning. For example, they do not ask them questions to make them think, or use showing and talking strategies to help children with their problem-solving and learning. This limits opportunities for children to develop the characteristics of being effective learners. Although staff are aware of the progress check at age two, children's starting points are not recorded to ensure their progress to be tracked over time and effectively address any gaps in their learning. Consequently, staff's ability to provide children with more targeted support is significantly hampered.

Older children enjoy making full use of the library based on the same site, as they make their independent choice of books and stay for the 'story time' session. This helps to support children's emerging interest in books and communication and language skills. A range of planned activities help children to foster their expressive art and design skills. For example, painting, gluing and sticking activities. However, staff do not explain to the younger children what they are doing. This restricts their learning as they are instructed to sit at the table unaware of the activity they are about to do. Most children like to be active and join in circle games with the parachute, jumping into the circle and singing along to songs. Younger children play 'peep-po' with staff as they hide behind resources and under material to pop out. They giggle with excitement as they play along together. Procedures are in place to suitably support the language and communication skills of children with English as an additional language. Parents are included in their child's learning, for example, staff gain key words from parents and use these to help support their communication skills. In addition to this, dual language books are available and posters and signs are displayed in children's home language.

The contribution of the early years provision to the well-being of children

The key person system is not well embedded. Each child has a key person, however, staff are not always sure of who their key children are to ensure that secure attachments are in place. This does not fully support children's emotional security and well-being. Staff exchange information with parents to settle children, as they ask about daily routines and complete an 'All about me' form. Parents interviewed at the time of the inspection state how approachable staff are, and how happy their children are to attend. They appreciate the way newsletters are translated into their home language to help them with their understanding of activities. There are currently no children attending with special educational needs and/or disabilities, but staff are fully aware of the importance of working with parents and others to support children's emotional well-being and to aid their future transitions.

Children show by their words and actions that they feel safe and secure within the setting. However, children's safety and well-being is compromised as risk assessment procedures

are not robust enough to identify hazards and ensure these are addressed. These are in relation to the safety of the premises and how staff identify and minimise hazards. For instance, broken and un-useable equipment is kept in the outdoor play area and children can easily access the laundry room where cleaning products are stored. Nevertheless, children's health is adequately supported in some aspects. For example, children know and understand to wash their hands at appropriate times during the day as staff talk to them about germs and the importance of keeping clean. Healthy eating is supported and promoted by staff as they are offered a well-balanced and healthy and nutritious diet for their meals and snacks. Special dietary needs are adequately supported as alternative meals are supplied to ensure children's individual needs are met.

Children generally behave well and staff give them gentle reminders on good manners. For example, please and thank you is encouraged at meal times. Children learn to take turns and share resources and staff remind them to sit on chairs appropriately when at the table. Consequently, children benefit from praise and encouragement from staff to help build their confidence and self-esteem. They develop independence as they help themselves to drinks during the day, and serve themselves at meal times as they develop skills for the next stage in their learning. As a result, children are sufficiently emotionally prepared for the transition to nursery or school as staff work in close partnership with other settings to ensure that children's welfare needs are met.

The effectiveness of the leadership and management of the early years provision

The inspection was prioritised following concerns being raised about the provider's ability to safeguard children. The inspection found that the provider had responded and acted appropriately. However, the nursery had failed to inform the appropriate authorities in a timely fashion to ensure children remain safeguarded. The nursery has a written safeguarding policy and procedures in place, which meet the requirement of the Early Years Foundation Stage however, the procedure was not fully implemented on this occasion. This significant weakness in practice is a breach in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and also the requirements of the Childcare Register. Furthermore, risks to children are not identified and action is not taken to address them to protect children from danger. For example, children playing outside are at risk from rubble, litter and broken resources and the laundry room is easily accessible to children. In addition, children's safety is also compromised as staff do not ensure that children's hours of attendance is accurately recorded, as the register does not provide a clear picture of when children are present at any given time. This is a breach of the safeguarding and welfare requirements of the Statutory framework of the Early years Foundation Stage and a failure to meet the compulsory and voluntary parts of the Childcare Register. However, adequate recruitment procedures are in place and adhered to. Disclosure and Barring Service checks are obtained for all staff, along with relevant identity checks to ensure staff's suitability to work with children. In addition, staff have opportunities to attend training courses to continue with their professional development and improve their practice.

Ineffective monitoring of staff means that the variable quality of staff practice is not

identified or addressed by managers. Weak aspects of teaching and learning are not recognised and so are not being challenged. Although staff have appropriate qualifications they do not use their knowledge and experience well to promote children's learning and development. They have little understanding of the learning and development requirements resulting in breaches which have a significant impact on children's progress. For example, although written policies and procedures are in place they are not translated effectively into the practice observed in the nursery. Not enough attention is given to ensuring that all necessary information is obtained about what the children already know, when they first start attending. As a result, staff cannot accurately meet their individual learning needs or plan effectively to move children forward. Consequently, children do not make sufficient progress because staff do not always plan ahead effectively to use appropriate teaching methods or resources well enough to fully support learning. Monitoring and self-evaluation is weak and is not used effectively to address the quality of the setting. This means that there is no clear identification of targets or actions plans in place to sustain practice and move the nursery forward.

Staff maintain friendly relationships with parents. Children's experiences are shared with parents verbally on a daily basis and they receive information about activities and other relevant information through newsletters. Parents spoken to at the time of the inspection state that staff are friendly and approachable. They feel that their children's needs are addressed, and as a result, children settle quickly and are content and happy. Links with other settings are in place as the setting is fully aware of the importance of liaising with other professionals if necessary to ensure the continuity of care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- ensure that staff implement safeguarding procedures, with specific reference to making notifications to the appropriate authorities (compulsory part of the Childcare Register)
- ensure that staff implement safeguarding procedures, with specific reference to making notifications to the appropriate authorities (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that purpose (compulsory part of the Childcare Register)

- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that purpose (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	254428
Local authority	Walsall
Inspection number	968636
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	66
Name of provider	Beeches Day Nursery Limited
Date of previous inspection	14/05/2012
Telephone number	01922 620524

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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